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ABSTRACT

This paper looks at the ways in which the role of the teacher is expanding in schools across the country. The report also discusses the reasons behind such changes in the roles and responsibilities assigned to teachers and describes places where teachers are actually carrying out these expanded roles. The knowledge base which answers the question "Why expand the teacher's role?" is synthesized and implications are drawn for future operation of schools, school districts, and other educational agencies. This document is one of three publications making up the Pathways to Growth series, designed to assist school leaders in planning and implementing organizational growth in the schools. (LR)

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PATHWAYS TO GROWTH

EXPANDING the ROLE of the TEACHER

COLLABORATION and RESOURCE SHARING

PROACTIVE PLANNING

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SP 027 184

THE EXPANDING ROLE OF THE TEACHER:

A SYNTHESIS OF PRACTICE AND RESEARCH

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PREFACE

As a way of addressing the rich variety of educational themes emerging throughout the Northwest region, the Northwest Regional Exchange has been producing a collection of knowledge synthesis products over the past several years. These publications have served to summarize the most current and salient literature and research findings on a number of topics particularly relevant to educators in Oregon, Washington, Montana, Idaho, Alaska, and Hawaii. These publications, produced at the Northwest Regional Educational Laboratory include, in part:

Global Education: State of the Art (1983)

Designing Excellence in Secondary Vocational Education (1983)

Toward Excellence: Student and Teacher Behaviors as Predictors of School Success (1983)

The Call for School Reform (1983)

State Level Goverance: Agenda for New Business or Old? (1983)

Providing Effective Technical Assistance in Educational Settings (1983)

Equitable Schooling Opportunity in a Multicultural Milieu (1983)

"Pathways to Growth" represents a new direction for us. Three distinct yet interrelated topics are combined to form a set of materials which, when viewed as a unit, offer the greatest potential for assisting policy makers, administrators, and other school personnel as they go about the process of organizational growth, or as some would say, as they go about

the process of school improvement. The materials in "Pathways to Growth" include:

The Expanding Role of the Teacher: A Synthesis of Practice and Research

This paper looks at the ways in which the role of the teacher is expanding in schools across the country. The authors present the reasons behind such changes in the roles and responsibilities assigned to teachers and describe places where teachers are actually carrying out these expanded roles. The knowledge base which answers the question "Why expand the teacher's role?" is synthesized and implications are drawn for future operation of schools, school districts, and other educational agencies.

Fulfilling the Promise: A Fresh Look at Collaboration and Resource Sharing in Education

Three crucial factors which have inhibited past school improvement efforts are analyzed in this paper. These factors include: (1) promising more than can be delivered; (2) failing to effectively deal with the reality of limited resources; and 3) failing to recognize and initiate opportunities for collaboration and resource sharing. The paper specifically focuses on the promise of the third factor--collaboration and resource sharing--to illustrate its tremendous potential for improving the quality of education for America's youth. Three case studies of comprehensive, successful collaborative arrangements serve as illustrations.

Educational Leadership Through Proactive Planning

A model of proactive planning is presented in this paper which incorporates the latest research findings related to: (1) environmental scanning (external); (2) long-range planning (internal); (3) strategic planning; and (4) educational management. Proactive planning as it occurs in the private sector is analyzed and valuable lessons which can be learned by educational leaders are underscored. The focus of the paper is on creating a vision as a leader's first role, followed by attracting people who can help realize that vision and share responsibility for achieving it.

These materials represent a sweep of emerging, dynamic, and "cutting edge" topics. The research bases are, as yet, unformed and incomplete. Therefore, the emphasis throughout the three products is on successful practices, success models, and case studies. We anticipate that these practices will become the core foundation of future research studies.

Joseph T. Pascarelli

November 1985

SECTION I:

THE WHAT AND WHY OF THIS SYNTHESIS

The role of the teacher is expanding. More effective schools are using teachers in school improvement leadership roles. Teachers are educating other teachers. Teachers are evaluating other teachers, school administrators, and education programs. They are developing curriculum standards, guidelines, and instructional units. They are conducting research on their own and in partnership with other educational researchers.

The reasons for such changes in the roles and responsibilities assigned to teachers are many, but most of them revolve around two imminent and challenging issues:

(1) Teachers are the nucleus around which any attempt to improve the excellence of the educational opportunities provided to children and youth in this nation must revolve. Yet data indicate that the more academically able college students are not being attracted to teacher training, and among the teachers who already are employed in our schools, the more capable teachers are those who are most likely to leave the profession.

(2) In the decade ahead, half the teachers in the nation (1.1 million) will be replaced, largely through retirement of teachers initially hired during the post-World War II "baby boom" years. Maintaining quality with such a large percentage of new teachers who also are likely to be less talented than those they replace, requires creative use of the experienced, expert teachers who remain.

A staged career, including opportunities for teachers to grow, develop and assume expanded responsibilities across the 30 or so years they are employed as teachers, is seen as a potentially potent approach to meeting these challenges. State legislatures are enacting legislation calling for career ladders which provide such options for teachers. Schools and school districts are moving to take advantage of the experience and expertise of teachers to improve education.

Thus, although the anticipated questions regarding provision of the necessary financial and operational support are being raised, indications are that programs which give teachers new, expanded roles and responsibilites will be implemented in more and more schools, school districts, and other education agencies in the decade ahead.

Our intent here is to provide a resource that will be useful both to educators and policy makers who are seeking examples of what might be done and who wonder whether expansion of the teacher's role is a worthwhile idea.

Rather than speculate, we have searched for places where teachers actually are carrying out expanded roles. These efforts are described in Section II. Names and addresses of individuals to contact for additional information regarding each program are provided in Appendix A.

Section III synthesizes the knowledge base which answers the question "Why expand the teacher's role?" Section IV discusses the implications of such a view of the teaching career for future operation of schools, school districts, and other educational agencies.

SECTION II:

WHAT IS THE EXPANDING ROLE OF THE TEACHER?

In forward-acting schools, school districts, universities and colleges throughout the nation, teachers are assuming new roles. While continuing to teach students, they also are serving as leaders of school-based improvement efforts. Teachers are acting as trainers of other teachers. They are developing and testing curriculum guidelines, programs, and materials. They are evaluating other teachers, administrators, and education programs. They are conducting research.

Here we present examples of what teachers do when they assume these expanded roles. Ways in which schools, school districts, and other educational agencies capitalize on the skills and knowledge of teachers to improve education are illustrated.

TEACHERS AS SCHOOL IMPROVEMENT LEADERS

Teachers' roles in school improvement often begin with membership in school-based improvement teams. Then, as improvements are initiated, their responsibilities expand.

Typically, improvement teams are composed of about six teachers, the school principal, and assistant principal(s) if the school has them. In some schools, parents also serve on the team. At the high school level, students may be appointed as team members. In most instances, teams are formed so that teachers comprise a majority of the membership.

Teams with this configuration capitalize on the leadership that can be provided by a critical mass of teachers. Such teams evidence the

collaborative planning and collegial relationships, sense of community, clear goals, and high expectations commonly shared, and the seriousness of purpose that are the building blocks of a productive school culture.

Although schools differ in the ways in which decisions are made and the steps taken to accomplish needed improvements, teachers are key to the process. They are charged with identifying the aspects of the school and school program requiring improvement and with developing options for action.

To illustrate, consider the school improvement approaches underway in Concord Elementary School, Milwaukie, Oregon; Colville High School, Colville, Washington; and Westwood Primary School, Dalton, Georgia.

Concord Elementary School

The Concord Elementary School effort is guided by a school improvement team comprised of the school principal and four to six teachers. The roles served by the teachers are several. Early on, all the teachers in the school were surveyed by the team members to identify aspects of the school program that warranted improvement. Based on the findings from this survey, and information received at district-sponsored team training sessions on the characteristics of effective schools, the team has initiated several improvement activities.

One activity focuses on review and clarification of the teachers' learning expectations for students. Three teachers from the improvement team chair grade-level expectation subcommittees. Over a period of two years, the teachers at each grade level have completed expectations statements for reading, mathematics, and writing. These statements, in turn, have been reviewed with teachers in the grade above and below to look for overlaps in expectations and for missing skills and knowledge,

and have been compared with minimum competencies set by the district board of education. Improvement team teachers have compiled the expectations statements into schoolwide booklets which are presented to, and discussed with, parents at parent meetings. Work continues in other subject areas.

Another activity involved a group of teachers in preparation of a homework guide for parents. The guide includes the school's policies regarding homework, recommendations pertaining to parent supervision of students' homework, and suggests tasks parents can give students which support the development of self-responsibility.

Yet another activity focused on design and implementation of schoolwide recognition of students who display outstanding academic and social performance and students who show significant progress in these areas. A subcommittee comprised of a teacher from the leadership team and other interested teachers was responsible for developing the recognition strategies.

In the two plus years since the leadership team began its work, every teacher at Concord School has been on a planning subcommittee for two or more improvement efforts. At a recent faculty meeting, all the teachers and the principal worked together to chart a five-year improvement timeline. Teachers from the school improvement team, along with the school principal, are presenting workshops at educational conferences. Teachers on improvement teams in other schools are requesting help and guidance from the Concord teachers.

Colville High School

At Colville High School, annual surveys of staff concerns provide guidelines for school improvement. In addition, teachers meet two or

three times each year in small groups with the school principal to discuss current school issues. Results of these discussions are compiled and reviewed at total staff meetings. Voluntary "brown bag" lunch sessions provide teachers with informal opportunities to present improvement ideas. A leadership team, which includes the principal, school secretaries, counselors, teachers (who rotate depending on preparation times) and the school activities director, keeps track of the school as a whole. These forms of teacher participation have eliminated the need for department heads or assistant principals. Thus, teachers also work with the principal to develop the school's annual budget and to hire new staff.

One aspect of the school for which teachers have assumed particular responsibility is positive school climate. An annual teacher-conducted assessment focuses on this aspect of the school. The local teachers' association prepares a report of the assessment results and presents them to the faculty for discussion and action.

Another staff survey stresses five characteristics of effective schools. Teachers rate the current situation relative to the principal's instructional leadership, school atmosphere, staff expectations for student learning, basic skills accountability in the curriculum, and student assessment procedures. These data further guide improvement efforts.

Improvements that have been undertaken include reorganization of the school day to include a midmorning break and restructuring into a seven-period day. A teacher adviser program has been instituted. Beginning in 1982, the teachers developed and implemented a plan for improving students' reading comprehension in all subject matter areas.

Implementation of a schoolwide homework policy is a new area of emphasis. Other improvements will be initiated in the years ahead.

Westwood Primary School

Westwood Primary School is one of six pilot schools in a nationwide school improvement project launched in 1985 by the National Education Association. Entitled the "Mastery in Learning Project," the effort is designed to take the findings of educational research and the experiences of teachers and translate them into school-based programs that enrich curriculum and encourage greater depth in student learning and skill acquisition. It is a school-based, faculty-led approach to school improvement.

At Westwood, the entire faculty of 29 full-time teachers, four part-time teachers, the media specialist, and the lead teacher are involved. The school has a nine-member steering committee which includes the principal, the lead teacher, a teacher elected to represent the teachers at each grade level, and two teachers who volunteered to serve on the committee because of their interest in the project.

Improvement efforts began with a self-analysis. This focused on what the school did well and what could be improved. It required the teachers to arrive at common improvement goals. By September 1985, the teachers had identified three goals.

A long-term goal is to improve curriculum and instruction in the school. To accomplish this goal, the teachers plan to acquire information about students' developmental learning levels and characteristics. The teachers will then review the school curriculum and organization to identify ways in which the match between students'

development and the school's education program can be improved. Design and implementation of needed improvements will follow.

One short-term goal focuses on improving the behavior of students in the common areas of the school such as halls, cafeteria, and playground. Another looks at alternative grouping practices and the ways in which various practices do and do not support student achievement and self-concept development. Changes in student behavior and grouping practices are expected to follow. A subgroup of teachers directs the work in each goal area.

TEACHERS AS TEACHER EDUCATORS

Since the early 1980s, research on more effective in-service teacher education has shown that teacher participation in peer observation and peer coaching improves the instructional skills of experienced teachers. Recent reports on the state of education have called for recognition of excellent teachers and implementation of a staged career for teachers.* Application of the expertise of more experienced teachers to improve teacher training and curriculum development has been recommended. It therefore is not surprising that use of teachers as teacher educators (or trainers) is increasing. In fact, by 1985, state legislation and/or local policies instituting master teacher or mentor teacher programs were in place in 24 states and numerous individual school districts in all 50 states. Hence, the programs that might be used to illustrate teachers as

* For examples of the reports see A Nation at Risk: The Imperative for Educational Reform, National Commission on Excellence in Education, 1983; Action for Excellence: A Comprehensive Plan to Improve our Nation's Schools, Education Commission of the States, 1983; and Making the Grade, Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983.

teacher educators are many and diverse. To stretch the imagination of those who may use this report, we have turned to four comprehensive, creative programs: the teacher development program in the Pittsburgh, Pennsylvania public schools; the educational research and development program sponsored nationally by the American Federation of Teachers; the Career Development Program developed by the Charlotte-Mecklenberg, North Carolina school district; and the teacher development efforts conducted by the New York City Teacher Center.

Pittsburgh, Pennsylvania Teacher Development Effort

The teacher development program in the Pittsburgh public schools involves expert teachers in training all teachers in the district. The program began in 1983 when the Schenley High School Teacher Center opened. In the 1985-86 school year, an elementary center began. A middle school center will be launched in the near future.

All the centers operate as regular schools. All are staffed by teachers who apply to teach at the school. The teachers receive extensive training and practice in the principles of effective instruction.

In each center, some teachers teach students for a major portion of the day (for example, four periods at the high school level). During the remainder of the day, they conduct training seminars for other teachers on development of children and youth, monitor the research activities of peers, and conduct model exemplary teaching which is observed by other teachers. In addition, at the high school level, a few teachers use this time for such duties as chairing a cluster of departments or coaching interscholastic sports.

One-third of the teachers in each center serve as clinical resident teachers. These teachers teach students for approximately three hours a day and devote the remainder of the time to conducting model lessons and to planning with, observing, and coaching the center's "visiting teachers."

Visiting teachers are experienced teachers from throughout the school district who have been released from their regular teaching assignments to work at a center. High school teachers are released for nine weeks; elementary teachers for four weeks. Each is replaced in the "home" school by a "replacement" teacher who has received special training in effective instruction.

During the time visiting teachers are at a center, they work about one-third of the time as team teachers with clinical resident teachers. Work on activities which are related to their individual professional development goals and projects takes another third of the time. The remaining time is spent in training seminars, many of which are conducted by resident teachers at the center.

Visiting teacher training cycles continue throughout the school year. Thus, the clinical resident teachers at the centers work with several teachers each year.

Any teacher on a center staff who wishes to return to full-time classroom teaching in a noncenter school may do so—to date, few teachers have done this.

Educational Research and Development Program

The Educational Research and Development (ER&D) Program began some five years ago in an effort to make the knowledge base regarding

effective teaching more readily available to classroom teachers. Beginning with three pilot sites, this American Federation of Teachers (AFT) program now operates in 76 school districts. In all sites, impetus for introduction of the program comes from the organized teachers. Representatives from the organized teachers select the teachers who serve as teacher trainers. They work with school district administrators to put the program into operation.

ER&D includes two major components. One component focuses on compilation of the research knowledge base in an area of teaching into a form that is usable by teachers. This is done by teachers who serve as "Visiting Practitioners" at universities. The other uses "Teacher Research Linkers" (TRLs) to bring the syntheses to teachers.

Initially, syntheses of available knowledge about effective teaching were prepared by AFT staff. However, for the past three years and extending into the future, development of these syntheses is the responsibility of the Visiting Practitioners.

Visiting Practitioners (VPs) are classroom teachers who receive a one-year sabbatical leave from their school districts to work on a research synthesis at a university that has a VP program. The university provides open access to professors, the library, and other persons and facilities which will aid the VPs in acquisition, interpretation, and, at times, conduct of research. VPs attend graduate seminars and courses which provide information regarding new educational knowledge. Often, VPs enroll in masters' or doctoral degree programs as part of their on-campus activities. They also teach graduate courses and seminars at the university on such topics as "the real world of teaching," "issues and concerns of experienced teachers," and "needed knowledge about student learning."

Frequently, the university waives all enrollment fees for VPs. In some universities, a research associate or instructor's stipend or a business or foundation grant is also provided to supplement the partial salaries the teachers receive while on sabbatical leave.

Stanford University was the first university to establish a Visiting Practitioner program. By 1985, Teachers College, Columbia University; Syracuse University; State University of New York at Buffalo and at Geneseo; and Brown University also had such programs.

Thus far, VPs have completed syntheses in the areas of classroom management, group management, direct instruction, feedback and praise, cooperative teams and cooperative small groups, multicultural classrooms, student motivation, and time on task.

Once a research synthesis is completed, the Teacher Research Linkers (TRLs) bring the skills and knowledge to other teachers. They are trained to do this by AFT staff and other TRLs. For example, in the state of New York, an ER&D director who is also a teacher, coordinates training of TRLs for schools in a specified region of the state. With occasional assistance from AFT staff, the director and experienced TRLs acquaint new TRLs in the region with the syntheses content. Support comes primarily through state funding of regional educational agencies.

In Florida, the county school system headquartered in Lake City releases a teacher to serve as TRL coordinator. Teachers who have been selected as TRLs are trained during the summer.

TRLs may serve as research linkers in single school buildings, in several schools, or throughout a school district. The most prevalent practice is a TRL who works in a single school.

At the school site level, TRLs carry out several functions. They conduct seminars in which teachers are introduced to the research syntheses, generally one at a time. They conduct demonstration lessons that apply the knowledge base on a particular aspect of teaching. As other teachers in a school begin to apply the knowledge and skills in a synthesis, TRLs may conduct peer observations, help in lesson planning, critique a lesson with a teacher, and hold seminars in which teachers share the experiences they had as they applied the new knowledge and skills.

TRLs may also work with individual teachers, bringing information from several syntheses together to resolve an instructional problem a particular teacher is having or to assist in identifying new instructional approaches.

Frequently, a TRL carries out such teacher development activities while continuing as a full-time classroom teacher.[4] Sites which utilize a TRL in observation, planning and coaching tasks may release a TRL for part of a school day or week to carry out these functions.

The Career Development Program

The Charlotte-Mecklenburg School District in North Carolina has designed and introduced a Teacher Career Development (TCD) Program which incorporates the notion of an "induction period" for all beginning teachers. Central to TCD programs is the premise that a teacher with 20 years of experience and advanced training is capable of performing more complex and different roles than a new teacher. Teacher development stages include provisional, career nominee and career. The career teacher stage, in turn, includes three levels. A career teacher who has

advanced to one of the higher levels (that is, has demonstrated skills in setting goals, developing strategies for meeting those goals, and identifying strategies and procedures to determine whether the goals have been met and has completed special training in adult learning and teacher education) may be released from the classroom for part or all of a school year to design and conduct training for teachers at various stages of the career ladder. For example, experienced teachers who: (1) know what research says about effective teaching; (2) have been evaluated as being competent in practices that are linked by research with improved student performance; and (3) routinely employ these practices in their classrooms, may apply to be "senior teacher mentors." Senior teacher mentors coach and support provisional teachers. Senior teacher mentors observe, advise, and confer with provisional teachers regarding the strengths and weaknesses of the provisional teachers' teaching. Senior teacher mentors also serve as members of the provisional teacher's advisory/assessment team. This team conducts the formative and summative assessments of the provisional teacher's classroom performance which determines future employment and advancement as a teacher in the district.

New York City Teacher Center

The New York City Teacher Center uses teachers as trainers of other teachers in a number of ways. The center participates in the Educational Research and Development Program described in the preceding section. In the 1984-85 school year, the center had approximately 400 TRLs working in ten of the elementary school districts in New York City.

The center operates a "Teacher Specialist" program. In the 1985-86 school year, 28 full-time specialists served the teachers in New York

City. These persons are classroom teachers who work on-site with teachers who request assistance in improving their teaching based on administrator evaluations or their own dissatisfactions. To be a specialist, a teacher must have core skills of effective teaching and competence in: (1) developing strategies for gaining the trust of adults; (2) diagnosing and analyzing instructional situations to identify factors which contribute to the problems that may exist; (3) designing solutions to the problems; and (4) working with adults to implement the solutions.

In addition, the center identifies teachers to serve as adjunct professors at colleges and universities in the New York area. These teachers teach courses on the college or university campus. They undergo review and approval by the college or university personnel committee before assuming adjunct professor positions. In the fall of 1985, 80 semester courses were being taught by adjunct teacher professors.

At the elementary school level, the center also has teachers who work as "resident facilitators" in schools. Resident facilitators are assigned to a single school. Two must be appointed in each school. A teacher who wishes to be a facilitator must agree to give up prep time to serve this role. One additional period is purchased by the center.

A resident facilitator must also participate in after-school training which focuses on such skills as observing and analyzing teaching, working with adult learners, and complementing the knowledge base regarding effective instruction.

TEACHERS AS CURRICULUM DEVELOPERS

Teachers have been involved in out-of-classroom and out-of-school curriculum development activities for many years. For example, teacher

participation on textbook review and selection committees has been common procedure at the local and state levels for several decades. Teacher involvement in design of curriculum materials and development of the scope and sequence of skills and knowledge to be covered in a particular subject matter area has been part of the educational arena since the action research movement of the 1940s and early 1950s. During the 1960s, teachers served on national task forces which updated and revised the kindergarten through twelfth grade curriculum in such areas as math, science, social studies, English, and economics.

Similar types of teacher involvement efforts in curriculum development continue today. Textbook review and selection committees which include teachers can be found in most school districts and in all states. Teachers engage in development of curriculum goals and objectives, often at both the school and the district level. Teachers continue to design and update curriculum content and materials. As described earlier, the work of school improvement teams often involves teachers in curriculum activities. In fact, the curriculum development responsibilities assumed by teachers today encompass a broad range of design, testing, and evaluation tasks.

To expand on the curriculum development work which was outlined in our discussion of the Concord Elementary School improvement effort, we present two additional curriculum programs that include teachers. These programs are found in Pleasant Hill, Oregon, and the Jordan School District, Salt Lake City, Utah.

Pleasant Hill, Oregon

Within the Pleasant Hill School District, the curriculum development activities at Pleasant Hill High School provide a useful example of

teachers as both curriculum developers and implementers.

The teachers at Pleasant Hill High School develop department-level goals for the 14 major areas of study which the local board of education has adopted. These "planned course statements" specify the course content, student activities, anticipated learner outcomes, and procedures for evaluation for each course offered at the school. The statements are given to students at the beginning of each course.

When new courses are added to the curriculum, teacher steering committees are formed. Teachers on a steering committee are responsible for developing the "planned course statement." They also monitor implementation of the courses including identification and resolution of any problems that occur. For example, a steering committee was established to integrate computer instruction into the school's curriculum. Initially, "roving computers" were used and the computer hardware was moved from classroom to classroom. When this was found to be disruptive and inadequate, the steering committee designed two computer laboratories and placed four computers as "floaters" in each wing of the school building. The committee members also developed handbooks which include basic information regarding the operation of the computer and software that is available in the school. Additionally, the handbook provides ideas for use of computers in various subject areas.

Teachers at Pleasant Hill High School serve on district-level curriculum teams as well. These teams review at least one of the 14 major curriculum areas each year. A recent district-level teacher curriculum team developed a scope and sequence of accelerated, enrichment, or "scholars" course in English and social studies and expanded the Advanced Placement courses for juniors and seniors. Another

team developed an independent learner guide that can be used by teachers in all grade levels.

As part of the curriculum updating process, district-level curriculum coordinators meet with teachers in each department of the high school four times a year to discuss the effectiveness of the curriculum in their respective subject matter area(s) and to identify areas needing updating/revision/improvement.

Jordan School District

Eastmont Middle School in the Jordan School District, Salt Lake City, Utah, employs teachers in a variety of curriculum development roles. First, teachers serve on grade-level teams which plan and teach the core curriculum--English, reading, social studies, and spelling--for the students assigned to them. The school is large enough that at least two such teams exist at each grade level. Second, teachers meet with department chairs who are responsible for specific subject matter areas to coordinate the curriculum across all grade levels. Third, a teacher specialist, who teaches for half of each day and devotes the other half to curriculum development activities, supports the work of the grade-level and subject-area teams.

The core, grade-level teams meet for curriculum review and planning purposes at least once each week. Subject matter teams for the noncore subjects also meet once each week. Meetings across grade levels for the core subjects occur less often, approximately once each month.

The work of the teacher teams emphasizes arrangement of the subject area skill and knowledge specifications which are established by the district board of education into courses and units within courses. These

may differ from school to school as long as the required skills and knowledge are covered by the courses/units taught at a particular grade level.

The specialist teacher compiles recommendations and information provided at team meetings into sample course outlines and units. Teachers use future weekly meetings to review, revise, and add to these statements until they are comfortable with the courses and units in a particular subject.

When completed, each unit in a course includes a statement of the objectives, skills and concepts to be mastered by students including low, mid-low, middle, mid-high, and high learning levels. The resource has a calendar of what should be covered each day in the unit. It lists the textbook and other materials available in the school or the district resource/media center that are related to the unit. The resource notes the district-level goals that are covered and the district-level pre- and posttests that apply to the unit content.

As courses and units for a subject are completed at several grade levels, the cross-grade-level subject area teams review these resources for overlap and developmental continuity. The principal assures that district goals are met.

Each year, the specialist teacher prepares the curriculum book for the school. This book builds from the course and unit plans developed by the teacher teams. It includes a description of what is taught in each course offered in the school during a given school year and the skills and knowledge a student should master each quarter of the year in each course. The book is distributed to parents.

TEACHER AS EVALUATOR

When one thinks of educational evaluation, a first impression is of teachers as the subjects of evaluation rather than as the persons who conduct evaluation. However, recent attention to the insights and expertise teachers contribute to understanding and interpreting what occurs in schools and classrooms and heightened interest in the professionalization of teaching have prompted some, albeit limited, use of teachers as evaluators.

The arena in which teacher evaluators are receiving the greatest attention is that of peer evaluation. The move to teacher professionalism underscores the importance of persons in the profession accepting responsibility for the quality of its membership. This argument, coupled with the move to a staged teaching career, has fostered the use of skilled teachers as evaluators as well as coaches of less skilled teachers. For example, participation of mentor or master teachers on teacher evaluation teams is part of state-mandated career ladder programs in several states including Florida, Tennessee and Oklahoma.

Other arenas in which early steps are being taken toward use of teachers as evaluators are evaluation of the education program at the school level and evaluation of school administrators.

Following are examples of school-district-based programs in which teachers are assuming these evaluator roles. For teacher evaluation of other teachers, we have selected the program in Toledo, Ohio. This program is judged to be one of the most advanced and effective peer evaluation efforts in the nation. For teachers as program evaluators, we

describe Willard School, Ridgewood, New Jersey. We use the program underway in Rochester, New York to illustrate teachers as evaluators of administrators.

Teacher as Evaluator of Other Teachers

The Toledo Intern, Intervention, and Evaluation Plan is a joint effort of the school district administration and the local teachers' organization. The Plan emphasizes professional development of teachers. It gives teachers the controlling voice in establishing teaching standards, training and screening new teachers, and identifying new and experienced teachers who need intense assistance.

The Plan has two components: the intern program and the intervention program. Under the intern program, newly hired teachers are assigned to work with an experienced, expert teacher for their initial teaching year. The expert "consulting teachers" are released from classroom duties to work with the interns. Teachers who are interested in serving as consulting teachers apply for the position to the assistant superintendent for personnel and the president of the teachers' organization. To apply, a teacher must have five or more years of teaching experience and five favorable references, one from the principal of the school in which the teacher currently teaches, one from the building-level teachers' union representative, and three from other teachers in the school. A teacher may serve in this capacity for no more than three years, after which this person returns as a full-time classroom teacher. While in the role, teachers receive stipends of $2,500 beyond their regular salaries. A consulting teacher works with six to eight interns, or intervention teachers each school year.

Intern teacher evaluation is a continuous process. It includes several activities: (1) appraisal of the intern's teaching skills; (2) goal setting with the consulting teacher relative to skills that require improvement; (3) training by the consulting teacher and thorough participation in pertinent workshops, seminars, etc.; and (4) observations and follow-up conferences conducted by the consulting teacher. The consulting teacher also provides ongoing advice, support, and assistance as needed by the intern.

Five members are appointed by the Toledo Federated Teachers, four by the assistant superintendent of personnel. Recommendations regarding interns' existing and needed skills and their future employment are submitted by the consulting teachers twice during the school year (December and March). The board rejects or accepts the consulting teachers' evaluations and recommendations. Procedures exist which allow an intern to undergo additional evaluations by other individuals and to receive increased assistance when skill development and future employment are questionable.

The second component--the intervention program--is designed to assist nonprobationary teachers who have been identified as performing in so unsatisfactory a manner that termination or improvement is imperative. Intervention begins after a school principal and the organized teachers' building committee submit a joint recommendation that a nonprobationary teacher's performance is unsatisfactory. The recommendation is sent to the Toledo Federated Teachers' president and the assistant superintendent for personnel.

One of the consulting teachers then is assigned to assist the teacher. The teacher is advised regarding deficiencies and the

consulting teacher works with that person until the teacher's performance improves or it appears that further assistance is futile.

At the end of the intervention, the consulting teacher submits a status report which includes a summary evaluation report and other supporting information. This is filed with the district's office of personnel and with the teachers' federation. When action to terminate is called for, district administrators are responsible for enacting the necessary procedures.

Teacher as Program Evaluator

At the Willard Elementary School in Ridgewood, New Jersey, teachers play a major role in evaluating the education program of the school. Similar to the school improvement efforts described earlier, each year the teachers establish objectives for improvement of the program. They explore options and decide on steps to be taken to achieve these goals. The teachers then implement the solutions.

Further, moving beyond the improvement steps taken in many school sites, the teachers raise questions to be answered in order to assure that the new curricula, organizational features, and so forth actually produce a better program.

Some questions are answered using staff, parent, and student surveys. Others employ classroom observation data obtained through peer observation and observations conducted by the school principal. Attendance and discipline data are also used, but the academic performance of the students in the school is central to the evaluation efforts. It is in this aspect of the evaluation that the teachers' role differs from that of teachers in most other school settings.

The school district uses both standardized and criterion-referenced tests to monitor students' academic achievement. Teachers in Willard School use these data to serve their own school-based monitoring purposes as well as to meet the district's requirements.

Depending upon the improvements that are underway, the teachers ask specific questions regarding student performance. For example, when a new social studies program was adopted, the teachers wanted to know whether students acquired the new skills that the materials and strategies were to produce. Another example: when operation of the library was changed, the teachers inquired into the possible effect on student reading habits and achievements.

The assistant superintendent's office for the school district takes the teachers' questions and conducts special analyses of the achievement data to help answer the questions. In addition to the classroom, grade, and school achievement summaries which teachers typically receive, the teachers at Willard School are provided with special reports focusing on each of their questions. If requested, the assistant superintendent or a representative meets with the teachers to assist in analyzing and interpreting the data.

The school principal noted that the answers to questions asked by teachers do not necessarily lead to the conclusions the teachers hoped to draw. For example, the teachers were skeptical about the new library procedures. However, the achievement data indicated student reading skills increased significantly after the new program was installed. The teachers agreed to continue the program.

Teacher as Evaluator of Administrators

Teachers as evaluators of administrators is among the more controversial of the expanded teacher roles. As might be expected, some

administrators are reluctant to engage in such evaluations. Some administrators view these types of evaluations as adversarial rather than supportive. They argue that such action will lead to nonproductive divisiveness among principals and teachers. Other administrators take an authoritarian view that principals are in charge of teachers and therefore subject to review by their superiors, not teachers. Still other administrators support the idea. They contend that it is important to know what teachers think about administrative performance and to work with teachers to improve administrative deficiencies in a school.

Such pro and con arguments notwithstanding, at least one locale in the country has moved ahead with teacher evaluation of school administrators--Rochester, New York. However, due to resistance on the part of the administrators, the teachers' evaluations are not yet part of the school district's evaluation program. The teachers' organization performs the evaluations as an independent effort.

Building from the premise that school improvement is a two-way process and that teachers and administrators work as colleagues to achieve improvement, the teachers' organization in Rochester conducts an evaluation which seeks to identify administrators who are instructional leaders and can be held up as role models for their peers. They also seek to identify places where administrative problems exist and then work to support collaborative teacher-administrator efforts to resolve such problems before they damage the instructional program.

In the spring of each school year (1985 was the first year the evaluation was conducted), all teachers in the district receive a survey form from the teachers' organization. The form asks the teachers to rate their school principal on 21 school leadership characteristics and to

make additional comments if they wish. Another form is used to evaluate school-based administrators other than the school principal. The completed forms are returned to the teachers' organization president and data are compiled by the organization. In order for data from a school to be used, 70 percent of the teachers in a school must respond.

Results from the survey are reported in summary form only. No data on an individual administrator are reported separately. However, administrators who are interested can obtain a separate, specially prepared summary of the ratings by teachers in their specific schools. To date, 24 of the 172 administrators who were evaluated in spring 1983 have asked for this information.

The teachers plan to continue the evaluation process. They are expanding the process to include central office as well as school-based administrators. The teachers are working to find ways to encourage and assist teachers and principals to work together to obtain and use school-level results as an improvement tool. The president of the administrators' union and the teachers' organization are talking together about ways to improve the survey and the evaluation process.

TEACHERS AS RESEARCHERS

The call for teacher participation in research began as educational researchers found that the extensive research base on effective teaching that had been generated during the 1970s was having little if any impact on classroom instruction. It was furthered by a need to observe more complex aspects of teaching and learning and to attend to situational as well as predesignated instructional factors in order to advance the knowledge base. Teacher input, perceptions, and interpretations are

essential parts of such research. Hence, today we find teachers serving as members of research teams for studies conducted by several individuals and agencies.

Yet the number of teachers actually involved as "on-par" members of research teams is small compared with those who are assuming other expanded roles. Provision of research opportunities still depends on the commitment and creativity of individual researchers or special units within universities and other educational organizations. The collaborative school/school district-university/research agency arrangements that encourage such teacher roles remain to be developed in most areas of the nation.

To illustrate ways in which individuals and agencies can utilize teachers as researchers, we have selected a program initiated by the preservice teacher education department in a university, a school-district program, and a third program involving teachers and individual university professors.

Teacher-Researchers in Preservice Teacher Education Programs

In 1980, Texas Tech University in Lubbock, Texas, launched an activity that involves experienced teachers in research on writing. The project is based on the interactive research and development model (IR&D) developed and tested in the late 1970s by Tikunoff, Ward, and Griffin. Initially, the project included teachers who were working with preservice trainees from the university's Teacher Corps program.

Later, the regular preservice teacher education program became involved. We use the original program to demonstrate key features of this approach to teacher participation in research.

Teachers who had preservice trainees working in their classrooms for practice teaching or other purposes participated. They were joined by university professors who taught methods, educational psychology, or other courses to the trainees, as well as university-based teacher educators who supervised the trainees.

As part of the preservice program, the university provides graduate-level course credit for workshops and other training efforts in which the experienced teachers participate. For the teacher-as-researcher effort, a special independent graduate research course was designed. Training in general research practices and procedures, in action research, and in the key roles teachers should play at various points in the research process were included. Course time also was set aside for the teachers, professors, and teacher educators to work together to design research studies, analyze data, and report research findings.

Six teams were formed. Each team was comprised of two or more teachers, at least one professor, and at least one teacher educator. Three teams also included consultants from the school district's central administrative office.

Each team selected a research topic of interest, with the interests of the teachers receiving primary attention. The topics included impulsivity in young children, attitudes toward reading, peer tutoring, math teachers' concerns about team teaching, cognitive restructuring and mastery learning, and attitudes toward handicapped students. The teams then designed short-term research studies, collected data in the teachers' schools and classrooms, analyzed the data, and reported the findings. Some teams submitted articles to professional journals based on the findings.

The preservice trainees were also involved. These individuals collected data as the teachers taught, and taught so the teachers could collect data on students' behavior. Progress reports and final reports were discussed in practice teaching seminars.

Teacher Researchers in the Classroom

The teacher-researcher program in the Scarsdale, New York school district is directed by the Scarsdale Teacher Institute. The Institute is funded largely by the school district, with some state funding for special projects, but run by the organized teachers.

Each year a teacher-researcher course is offered by the institute. The course is directed by a teacher who gained experience and expertise in research through participation in a collaborative research project with the Teachers College, Columbia University (Interactive R&D on Schooling). This teacher works half-days as a classroom teacher and directs the activities of the teacher-researchers in the other half day. These latter activities include planning and conducting the course, helping teachers collect data in their classrooms and assisting with data analysis and reporting.

The course trains teachers in the basic tenets of research, acquaints the teachers with various research methodologies, teaches them the use of various data collection procedures, and provides experience in interpreting and applying information contained in research reports.

As part of the course, the teachers select an aspect of their classroom (instructional or otherwise) about which they have questions or an area in which they are trying to make improvements. The teachers are required to prepare a research proposal which outlines the reasons for

focusing on that particular aspect of teaching or learning and describes the data collection and analysis procedures to be used. The proposals are reviewed and discussed with the other teachers in the course. Data that are collected are brought to the teachers for discussion and to gain additional perspectives for analysis and interpretation.

Teachers who are interested in making their findings available to all teachers in the district may apply for a professional development grant, which is funded by the school district. The grants pay teachers to work in the summer to compile their findings into a form that is published and distributed to all teachers in the district. A document entitled Children Write/Teachers Learn brings together all the research teachers have done over a four- to five-year period on improvement of writing instruction in grade levels K through 12. It is in loose-leaf binder form as additional teacher research on writing instruction will be added as it is completed.

Teachers also may prepare articles for publication in professional journals. Thus far, one teacher has had her write-up included as a chapter in a writing methodology book published by a renowned expert in the area. Nine teachers who have completed studies are conducting courses similar to the one offered in Scarsdale for teachers in surrounding school districts.

Recently, the Teacher Institute applied for and received a state grant to use the teacher-researcher approach to study ways to supervise teachers other than through school principal observation and use of computers in various subject matter areas. The grant also supports further work on improvement of students' writing at the secondary level. A professor from Teachers College, Columbia, is assisting in the conduct of teacher-researcher training in these areas.

Teachers and a Professor Conduct Research

Teacher-professor research teams are beginning to be formed in many areas of the country. As in the case we describe here, the teams often carry out two research studies. One focuses on a research topic of interest to the professor, and the other on the teachers' topic.

Consider the research pursued by professors and teachers at the University of New Hampshire and Oakland University in Michigan. The professors' research focused on the developmental stages of teachers, the ways in which the contextual variables of the school affect teacher participation in and conduct of research, and the changes, if any, in teacher and school development that result from teacher conduct of research. The five junior high/middle school teachers on each team opted to study the ways in which allocation of time affected the curriculum, student learning, student and teacher relationships, and opportunities for innovation in their schools.

The professors worked with the teachers to clarify and refine the teachers' research questions, obtain baseline information about the use of time in the school, analyze this information, design changes that appeared to have promise for improving time use, and design, conduct, and report a study of what occurred when the changes were introduced. The teachers served as subjects for the professors' study.

The joint research effort was pursued over a two-year period. In the first year, the teachers looked at what was happening in their respective schools, decided upon changes that would improve the use of time, made preparations to introduce the changes, and designed strategies for studying what happened when the changes were operable.

The second year was devoted to collecting and analyzing data, developing findings and conclusions, and compiling a report. In New Hampshire, the emphasis was on the relationships between time use and teachers' job satisfaction. In Michigan, the emphasis was on parent and teacher perceptions of, and readiness to introduce, various changes in time use.

Throughout, meetings of the researcher and the teachers were held regularly; some at the school site, others at the university campus. Generally, meetings were held after the school day was completed or on Saturdays. Teachers received supplemental compensation for part of the extra time they devoted to the research study.

At the conclusion of the research, the Michigan teachers planned meetings with the school board, superintendent, other school district staff, and the staff in their school to maximize implementation of their recommendations. The New Hampshire team was less sure of their ability to establish permanent changes in the ways time was used in their school.

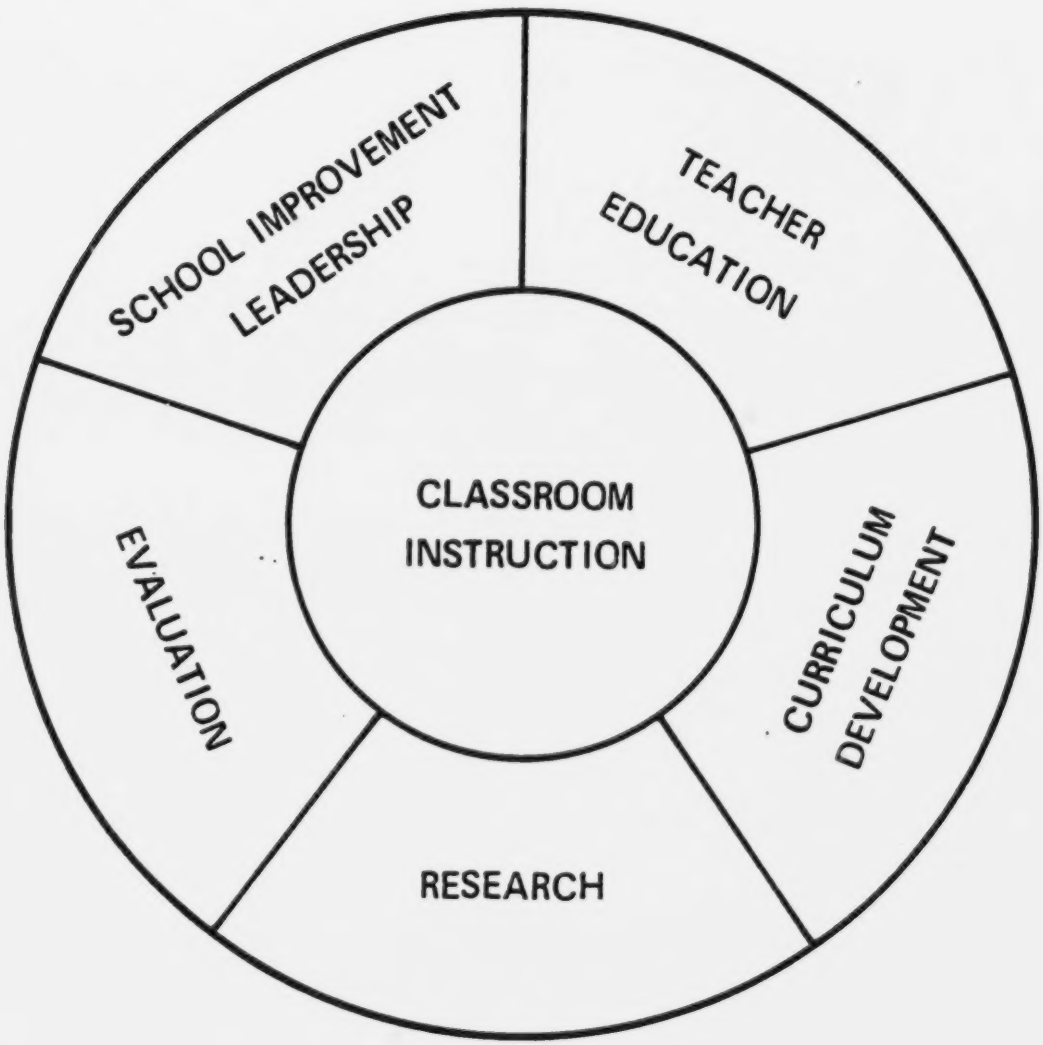
The teachers reported that their participation in research in collaboration with a professor and other teachers was important, regardless of the outcomes of the studies. They considered the knowledge they obtained about their schools and colleagues, and the other types of professional growth that occurred to be significant outcomes of this effort.

SUMMARY

Several ways in which the roles and responsibilities of experienced teachers are expanding have been described. As shown in Figure II.1, classroom instruction continues to be the nucleus of the teacher role. Organizational patterns which take excellent teachers out of the classroom permanently and make them full-time administrators, curriculum coordinators, teacher supervisors, and so forth, are decreasing. The expanded teacher role of today allows students to continue to benefit from the expertise of outstanding teachers while also affording the teachers opportunities to engage in school improvement, teacher education, curriculum development, evaluation, and research efforts. Utilization of such expanded teacher roles is expected to increase as states and school districts put staged-career and master teacher programs in operation.

FIGURE II.1

EXPANDING ROLE OF THE TEACHER



SECTION III:

WHY EXPAND THE TEACHER'S ROLE?

Reasons for expanding the role of the teacher are diverse and many. They are based on demographic, practical, theoretical, pedagogical, and managerial knowledge and conditions. But foremost among them is the fact that the world of teaching has changed and, with some limited exceptions, schools have not.

As Levine (1984) emphasized, the way we operate schools today is based on a recognizable but outdated set of forces. Building from the Depression era, we assume that individuals want to become teachers because the position offers stable employment; we also assume that women will select teaching as a career. We do this even though recent history indicates that layoffs can be a real threat to teachers and data regarding college graduates show that, for the most part, talented women no longer enter the teaching field.

Furthermore, we pay little heed to the fact that it is hard to be a teacher today. A combination of immigration, political, and economic factors have caused public schools, and thus, teachers, to educate more adverse student populations than were served two decades ago. Reductions in the real value of teachers' salaries and public attitudes toward, and questions about, education have reduced the status of teachers. Teachers are blamed for the ills of education, many of which are not within the purview of their traditional role and responsibility.

Additionally, for several years we have ignored the massive turnover in teachers that will occur when teachers hired during the "baby boom" of

the 1950s and early 1960s retire. We have closed our eyes to the high proportion of new teachers who leave the profession after only four or five years of teaching (Schlechty & Vance, 1983). We have disregarded the drop in the percentage of college students enrolling in teacher education--using 1971 and 1981 data, from 20 percent of all college students to 12 percent, and from 36 percent of women college students to 17 percent (Darling-Hammond, 1984).

Fortunately, educators and policy makers today, in late 1985, and from all levels--schools, school districts, universities and colleges, state and national--have awakened to the fact that something must be done if the quality of the public schools in this nation is to be maintained and improved. The circumstances outlined above cannot be brushed aside.

The importance of teachers to quality education, the large numbers of new teachers that will be needed (approximately 50 percent of the 2.2 million teachers in the nation will be replaced in the next ten years), the lower academic qualifications of new recruits, and the insufficiency in number of new entrants to the profession have made their mark. We know that the position of teaching itself must become more attractive.

This section of the synthesis brings together the knowledge base that will help those who want to improve and upgrade the role of the teacher. It begins by pointing out that past experience can help us avoid mistakes. This section outlines factors that contributed to this rebirth of interest in an expanded teacher role; it also presents indicators that suggest the teacher roles described in Section II will soon become the modus operandi in school districts throughout the nation.

A NEED FOR TEACHERS AND ATTENTION TO AN EXPANDED TEACHER ROLE ARE NOT NEW

It is clear that the large numbers of new teachers hired during the post-World War II "baby boom" era for the resulting surge in school enrollment are now creating the massive need for new teachers in the late 1980s and the 1990s. It is also clear that the period during which they were employed was characterized by a teacher shortage similar to the one we now face. However, our performance at that time serves more as a warning than as a model. Even though teaching was seen as a desirable career by many college students, particularly highly talented women, it was necessary to lower standards for employment in order to fill classroom vacancies during that period. Moreover, many who entered under these lower standards remain in teaching today (Barber, 1984).

Since employment of quality teachers undoubtedly will be even more difficult in the decade ahead, experience suggests that early anticipation of recruitment needs and immediate action to make employment in a school district attractive to potential teachers is essential.

Just as merit pay and differentiated use of teachers are recommended as ways to solve today's problems (for example, see the National Commission of Excellence in Education Report, 1983), these strategies were suggested as ways to recognize, reward, and capitalize on the more outstanding teachers who were in the schools in the 1950s and 60s (Barber, 1984). Lack of funding, insufficient training of administrators and teachers for new roles, failure to include a large enough number of teachers in the new roles or recognize them as master teachers, and inappropriate and inadequate evaluation strategies have been identified as reasons for the decline of these earlier programs (Darling-Hammond, 1984; Barber, 1984; Ward, 1983; and English, 1969).

Nonetheless, merit pay and differentiated staffing are expected to survive in the 1980s and 90s when they previously did not. Among the reasons is the major difference between the support bases for such programs. In the 1950s and 60s, decisions to act as well as monetary and other forms of support for the programs came strictly from the local school district level. Now, decisions and support bases are being generated at the state level (Benningfield, et al., 1984). By 1984, 25 states had passed legislation calling for merit pay/master teacher programs. There is also a much greater need to capitalize on the excellent teachers that remain. Many individuals entering teaching today have academic capabilities that are lower than those of the individuals hired in the earlier decade.

From another viewpoint, the action research and cooperative study movements of the 1940s and early 1950s which involved teachers in expanded decision-making and inquiry roles provide additional guidelines for expanding the teacher's role (see Corey, 1949; Chien, et al., 1948; and Herrick, 1948).

Action research was characterized by group problem-solving techniques. It involved teachers in development of new curriculum or instructional strategies and in study of what occurred when the new approaches were used in the classroom. For today's educators, action research provides examples of the ways in which schools can be organized so that teachers can teach and also conduct research. Action research shows how university professors can work with teachers to improve education.

Coupled with recent efforts which include teachers as partners in research (Oja & Pine, 1983; Griffin, et al., 1982; Huling, 1982; Tikunoff, et al., 1979), action research demonstrates that broadening the

teacher's role can further education program improvement (Huling and Griffin, 1983).

FACTORS CONTRIBUTING TO THE REBIRTH OF INTEREST IN AN EXPANDED ROLE FOR TEACHERS

Several factors and circumstances promoted the recent rebirth of interest in an expanded role for teachers. Included are recent findings from research on more compared with less effective schools, the challenges set forth by a myriad of 1980s' task forces on the reform of education, the requirements for advancement of research on teaching, the unionization of the teaching profession, and the potential impact of technology on the work force and the schools.

Findings from Research on More Effective Schools

Research on more compared with less effective schools has made one thing clear--teachers in these schools participate in improvement activities that reduce their isolation one from another and require them to assume responsibilities in addition to day-to-day instruction of students (Rosenholtz, 1984).

For example, nearly all the schools in which students learn the most have a collegial staffing structure, a common sense of purpose among teachers and the administrators, and a professional staff that functions as a team (Finn, 1985). Collegiality has replaced teacher isolation (Cohen, 1983). Teachers participate in building-level decision making, planning, and assessment of needs. They are involved in continuous professional improvement and experimentation. Professional dialogue is frequent and cooperative. Effective teaching is believed to be the collective responsibility of the teachers in the school rather than an individual enterprise (Ashton et al., 1983).

Teachers and administrators in these schools, with limited external technical assistance, serve the primary improvement roles (Boyer, 1983; Goodlad, 1983; Sizer, 1984). Teachers are treated as professionals (Lightfoot, 1983). Multiple patterns of teacher involvement can be found (Ward, 1985).

As might be expected, improvement of other schools has likewise included teacher participation as an integral part of the process. Expanded teacher roles have become a part of school improvement per se.

Challenges Posed By the 1980s Education Reform Task Forces

During the early 1980s, over 250 task forces were formed at the national or state level to study the future of education in this country. [The list of reports is lengthy. Among the more influential are the report of the National Commission on Excellence in Education (1983); the Twentieth Century Fund (1983); Education Commission of the States (1983); and the Merit Pay Task Force of the House of Representatives, Committee on Education and Labor (1983).]

As asserted by Finn (1985), the panels and foundations that scrutinized the condition of education in the 1980s generally found it unsatisfactory.

Although we will not repeat all the recommendations here, it is important to observe that implementation of career ladder/master teacher programs that expand the role of excellent teachers frequently were called for. For instance, the National Commission on Excellence in Education (1983) recommended that (a) the quality of education be enhanced through identification and differential rewarding of master teachers, and (b) teacher salary, promotion, tenure, and retention decisions be tied to an evaluation system that included peer review so

superior teachers are rewarded, average ones encouraged, and poor ones either improved or terminated.

More recently, the Commission on Excellence in Teacher Education (1984) called for differentiating between minimal competence and the competencies required by a more comprehensive view of quality teaching. The California Commission on the Teaching Profession (1985) asked that the teaching career be restructured and rigorous professional standards be developed and applied.

Response to these recommendations has been immediate and extensive. A 1984 progress report by the Education Commission of the States Task Force identified 17 states in which recognition and reward of outstanding teachers had been started or expanded. Nineteen states had enacted master-teacher, career-ladder, and/or merit-pay initiatives. By 1985, the number had grown to 25 states (Trends and Learning, 1985).

As pointed out by Griffin (1984), when it comes to teachers, a move is underway:

> . . . to evaluate instead of inspect, to involve instead of isolate, to promote risk-taking instead of preservation of the status quo, to celebrate change instead of fearing it, to concentrate on growth rather than on remaining static, to acknowledge publicly instances of excellence rather than ignoring them, and to make involvement in decision making the norm rather than an exception to it (p. 17).

Requirements for Advancement of Research on Teaching

A third factor contributing to expansion of the teacher's role was the rebirth of teacher participation in educational research. As mentioned earlier, the current emphasis on this expanded teacher role began in the mid-1970s, particularly in the area of research on teaching (Tikunoff and Ward, 1983). Reasons given for teacher involvement

centered around (a) the research community's failure to bridge the gap between acquisition of new knowledge about teaching and use of that knowledge in the classroom, and (b) the need to obtain data from teachers in order to understand the complex world of teaching.

Studies indicating that teacher participation reduced the lag in use of new knowledge (for example, Tikunoff et al., 1979); studies illustrating the sorts of in-depth information obtainable when teachers were members of research teams (for example, Oja & Pine, 1983); and studies showing that teachers gained in instructional skill and knowledge while contributing to research (for example, Griffin et al., 1982; Huling, 1982) have advanced the role of teachers in research.

Thus, in the mid-1980s we find a significant number of renowned researchers not only working with teachers as on-par members of research teams but also espousing their participation.

For instance, Schlechty and his colleagues advocated that "full and honest collaboration between and among researchers and practitioners is the only way to assure that theory will inform and be informed by practice" (1984, p. ii). These researchers stated that teachers are the only persons who know where data are that provide answers to the questions being raised about teaching. They noted that teachers are the persons who are most likely to be able to do anything about whatever answers are given.

Tikunoff and Ward (1983) made a similar point: "through participation of the research consumer, it is more likely that the complexity of the classroom will be realistically represented and accommodated [in the research]" (p. 455). Tikunoff and Ward also proposed that findings from collaborative research were more robust and

externally valid than those reported in studies that did not involve teachers in the study of teaching.

Remarks and presentations made at a recent national conference on teacher education added to the reasons for teacher participation in research and helped create the climate that exists for further use of this expanded teacher role. Koehler (1985) noted that it was important to collaborate with effective teachers who inquire, experiment, and improve in order to investigate the beliefs and thought processes that accompany and support the professional development of excellent teachers. In a summary of the main issues raised at the conference, Lanley said that the teaching process is too complex for inquiry to be the exclusive realm of a select set of institutions or individuals. Teaching, teachers and inquiry into them must be linked (see Hall, 1985, p. 5, for Lanley statement).

Unionization of Teaching

It is not surprising that the visible and significant rise in the power and role of professional organizations and operations in the past 10-15 years has aided the rebirth of interest in the teacher's role. As Finn (1985) said: "Teacher unions are here to stay, that much is clear" (p. 331). What is more, the unions have probably exerted more influence over large policy decisions about education than over the day-to-day actions of the principals and supervisors with whom their teachers work. In addition, after several years of bargaining over salaries and working conditions, in the more experienced districts, factors related to the teacher's role in the school and the larger educational setting have begun to be considered by organized teachers and educational management.

Such directions in bargaining foci not only influenced today's climate for better use of expert teachers, but should be anticipated in all school districts. Mitchell and Kercher (1983) posed a four stage model of collective bargaining. In the first stage, all authority rests with the board of education and there is a struggle over the legitimacy of teachers' rights to organize and deal collectively with school systems. At stage two, the teachers' organization is accepted as a legitimate interpreter of teachers' interests, but these interests are considered to be too inimical to those of management. During stage three, there is a rejection of the antagonistic view of bargaining. Teachers become involved in creation of a "negotiated policy" for the school district. Working conditions for teachers are seen as being inextricably bound up with major education policy matters. Both are hammered out at the bargaining table. Stage four brings a move to "negotiated responsibility" for the quality of schools and to participatory management.

To illustrate a stage four district, consider the shared governance that has been negotiated in the Salt Lake City School District. The chairman and elected director of the teachers' association attend the superintendent's staff meetings. Teachers develop the district's proposed budget jointly with management. Teachers have a parity vote on the in-service committee for the district, on allocation of funds for professional travel, on the elementary report card policy (shared with parents), on filling administrative vacancies, and on class size, teacher load and teacher reassignment.

Many of the practices described in Section II build from negotiated responsibility for matters such as teacher evaluation, staff development,

and curriculum development. Organized teachers advance both the quality of education and an expansion of teachers' responsibilities. As stated by an administrator in Toledo, Ohio, unfortunately or not, the teachers' union is more effective than administration at improving teacher performance (in Wise et al., 1984).

Reaction to High Technology

Growth in the use of high technology in business, industry, and homes and the availability of computers and other technology at prices that are within the reach of schools have contributed both to the call for recognition of excellent teachers and for expansion of the roles these individuals play in schools and school districts.

Partly as a result of technological advancements, the workplace today requires more intellectual development and higher order thinking skills than previously (Benningfield et al., 1984). The workplace demands that workers be more flexible and be able to learn new skills (Spencer, 1985). The workplace today adds to the discretion workers apply and makes jobs freer and more interesting rather than more routinized (Yankelovick & Immerwahr, 1984).

In turn, as stated by the California Commission on the Teaching Profession (1985), to increase the productivity of the work force given the increasing complexity of the global economy, good teachers are required.

From another perspective, the 1.1 million computers in schools in 1985 (Trends and Learning, 1985), open up new possibilities for teachers. Since technology can do some things teachers now do better than teachers, the use of computers may free teachers to do what teachers are uniquely qualified to do (Shanker, 1985). Diagnosis of students'

learning strengths, weaknesses, and learning styles, planning of instruction based on the diagnoses, use of computer assisted instruction and other technology to provide certain types of learning experiences, instruction of students in thinking skills and helping students learn to reason, argue and persuade are mentioned as the instructional responsibilities of teachers in the 1990s. Guidance of other teachers and involvement in other expanded activities also are proposed as valid and important roles for teachers.

Consequently, rather than make teaching a more limited and less challenging occupation, as some argued, the call is for high technology to serve as a vehicle for increasing the breadth and depth of teachers' functions.

EXPANDED TEACHERS' ROLES WILL CONTINUE

Thus far, this section has stressed the importance of the teacher to the quality of education in this country. We have reviewed previous experiences and recent events which support the move to revise the concept that "a teacher is a teacher is a teacher" for the entire 30 plus years that teacher is in education to one of an individual with a professional career that offers a variety of growth opportunities.

Summarized, all these factors suggest that policy makers, education administrators, teachers, and parents must give serious attention to expansion of the teacher's role. To put it bluntly, what we know about quality schools, about the characteristics of effective organizations, about the forthcoming replacement of teachers, and about the professionalization of teaching demands that such steps be taken. A school district that opts not to move in this direction will most likely

make a major error. The discussion that follows presents the bases for this statement.

Building Quality Schools Requires Expansion of the Teacher's Role

Throughout the research on more effective schools and the task force recommendations for increasing the quality of schools, two themes prevail. First, inclusion of teachers in decision making regarding school improvement is essential. Second, expansion of teachers' leadership responsibilities is necessary. Quality schools expand the role of the teacher.

For instance, Purkey and Smith (1983) identified more effective schools as "functioning social systems with distinctive cultures amenable to change via faculty-administration collaboration and shared decision making" (p. 448).

Pratzner (1984) stressed the importance of increased collegial authority among teachers as a critical factor in school effectiveness.

Darling-Hammond (1985) pointed out that an inquiry ethic permeates quality schools and that teachers in these schools are provided opportunities for professional growth that are directly relevant to the improvements they are implementing at the school site. Darling-Hammond stated that:

> Although "effective schools" research makes much ado about instructional leadership by principals, in practice these effective principals create conditions that foster instructional leadership and collegial decision-making on the part of teachers" (p. 9).

Zeichner (1985) recommended that the limited resources available for school improvement be put into making schools more educative places for teachers rather than into projects that implicitly devalue the teacher's work and limit the teacher's ability to exercise judgement.

Howey (1985) argued that development of more viable hierarchical leadership roles for teachers that also allow teachers to maintain some instructional responsibility would do more to improve the quality of education than most other steps that could be taken.

Gideonse (see Hall, 1985) urged that alternative designs for use of teachers be constructed, including more flexible scheduling of teachers' time, multiple responsibility of professionals for the same groups of students, differentiated roles, career ladders, and work days based on the premise that continuous professional interaction is the norm rather than the exception. Gideonse envisioned that schools of this sort would be investing as well as spending organizations.

The California Education Round Table, a collection of the chief educational officers in the state, summed up a plan for achievement of quality education with a call for teachers with the ability, responsibility, and authority to make decisions, evaluate results, and make improvements.

What is Known About Effective Organizations Calls for Expanded Teacher Roles

The relationship between the knowledge base regarding effective organizations, per se, and expanded teacher roles may be viewed from two perspectives. On the one hand, the data base provides guidelines for reform of schools to support more effective teacher performance. On the other, it helps educators analyze the conditions of work in schools that currently are deterring people from entering the teaching profession and driving talented people out (Darling-Hammond, 1984).

A hallmark of productivity in business is mutual help, exchange of ideas, and cooperative work to develop better practices (CCTP, 1985).

Business has learned that increasing the effectiveness of people in the organization is critical to the success of the organization. As Levine (1984) stated, "they look at organizational environment and human resource development and management as keys to attracting and keeping good people and enhancing the performance of even the most ordinary employee" (p. 3).

In excellent businesses, goal setting allows people to own their own work. The environment helps them function more effectively. Creativity, risk-taking, and high-level performance by all employees are encouraged through hands-on management, autonomy and entrepreneurship, simple structures and a lean staff, shared values, organizational myths and traditions, reward of competence, and development of leaders at all levels. High standards that are set and maintained by the entire work force drive the work that is done (Peters & Waterman, 1982).

Participative management, quality circles, and work redesign are strategies that are used to allow workers to analyze problems and make decisions affecting their work life (Kornbluh, 1984).

In other words, workers in productive businesses are involved in much the same way that teachers participate in more effective schools. Levine (1984) found that in far too many schools, the culture of teaching never did and does not now support individuals' need to feel competent in their work, to identify with a successful organization, to have collegial interaction with peers, to get feedback on how well they are doing, or to grow professionally.

To make more schools into excellent schools, Shanker (1985) recommended that instead of supervising workers to death, schools should understand that the entire system benefits when people exert substantial

control over their work environment. Sykes (1984) said that "management must accept and favor a participative style that affords teachers a genuine role in school and district-level decision making and work processes" (p. 18).

Recognition and reward of professional expertise, opening of steps and procedures that offer teachers a sense of professional accomplishment, and allowing teachers to become agents of their own change are other actions that are suggested. Perceiving of the school principal as the leader and facilitator of a team of professionals who manage the school, hire new staff, and have the discretion to use resources as necessary to maintain and improve the quality of their product--the education of children and youth--is urged (CCTP, 1985; Levine, 1984). Expanding the role of the teacher underlies all these recommendations.

Forthcoming Replacement of Teachers Requires Expanded Roles for Experienced Teachers

The forthcoming need for new teachers was highlighted earlier. Briefly, one-half the teachers in the nation will retire and be replaced in the next decade (Shanker, 1985). By 1988, the supply of new teachers will satisfy only 80 percent of the need for them (Darling-Hammond, 1984).

To illustrate, by 1990, California will require 85,000 new teachers to replace those who retire. Additional teachers to meet the demands of increased enrollment and a desired reduction in class size balloons the total number needed to some 140,000 teachers (CCTP, 1985). To meet this demand, one of three new teachers may need to be hired on some form of emergency credential.

In Texas, 90,000 new teachers will be needed by the year 2000. The institutions of higher education in the state currently enroll 8,500 students per year. This means that 125,500 individuals should be available to fill the 90,000 positions. However, past experience indicates that unless the conditions of teaching change, 30 percent of the students will not go into teaching after they graduate, thereby reducing the number of available teachers to 87,850. The standard attrition rate of the preservice programs will eliminate another 15,000 prospective teachers. Thus, by the year 2000, Texas will have a teacher shortage of at least 17,000 persons. Emergency permits are expected to be required to fill the classrooms in this state as well (Corrigan, 1985).

Moreover, in neither state are the new teachers who enter the school expected to be as academically talented as those whom they are replacing (Darling-Hammond, 1984).

Expansion of the role of the teacher is considered essential to alleviation of such teacher shortages for two reasons. One maintains that a staged teaching career that includes expanded roles for expert, experienced teachers will attract larger numbers of individuals into the profession, including larger numbers of talented individuals. The other contends that, in order to maintain any semblance of quality in education, the experienced teachers who remain must be used in different ways.

An expanded teacher role will make the profession more attractive. Although increased salaries is recognized as an important and necessary first step toward making the teaching profession more attractive, it is not considered to be sufficient. As long ago as 1981, Schlechty and Vance noted that the reform of preservice teacher education and increases

in the requirements for entry into those programs would be unsuccessful unless the world of teaching also changed.

Darling-Hammond (1984) provided data showing that the most highly qualified teachers were those who were most dissatisfied with the profession. Darling-Hammond noted that educators no longer could omit teachers from the decision making processes regarding such matters as curriculum, teaching methodology, materials selection, and resource allocation and expect to attract highly competent people to the field of teaching. She pointed out that a profession in which one could never get a promotion or an opportunity to take on new responsibilities without leaving that profession had little appeal for new recruits and provided little reinforcement to those already in it.

Sykes (1983) suggested that without addressing the question of incentives to enter the profession and remain in teaching, it was unlikely that the quality of the teacher work force would be maintained, let alone improved. Levine (1984) called on public schools to concentrate on developing an environment that supports the best efforts of teachers so that schools, in turn, will attract and retain more qualified people.

Staged careers of the sort being tested in Charlotte-Mecklenberg and provision of opportunities to engage in the expanded roles described in Section II are considered appropriate and viable ways to make the teaching career more attractive; their use in larger numbers of school districts is highly recommended.

Different uses of experienced teachers can maintain quality. Given that the experienced teachers who will be on the staffs of schools in the 1990s probably will be more expert than the newly employed teachers,

their use as teacher educators and teacher evaluators is being given serious attention.

The sink or swim approach to entry into the profession will be untenable in the years ahead (Schlechty & Vance, 1983; Shanker, 1985). Since "there is no disputing the fact that new teachers need substantial assistance by an experienced practitioner in order to learn how to teach" (Darling-Hammond, 1985, p. 18), use of the skills and knowledge of master teachers to aid beginning teachers through their "survival period" will be necessary. To maintain quality education, development of induction programs for new teachers will be required (see CCTP, 1985; McCormick, 1985; Griffin, 1984; Lawrence, 1984; Rosenholtz, 1984).

Programs such as those underway in Pittsburgh, Toledo, and Charlotte-Mecklenberg are expected to grow markedly in the next five to ten years because they can provide the highly-structured, supervised experiences which help new entrants learn to translate theory into practice and to develop sound professional judgement (Darling-Hammond, 1985).

The strength of such programs is reflected in data from Toledo. Last year, 88 percent of the interns indicated that the consulting teachers had been helpful. Forty-one percent found the help to be excellent; 47 percent said it was good. Fifty-one percent said the evaluations they received were impartial, excellent and helpful; another 36 percent said they were impartial, good and helpful.

Partly as an aside, but nonetheless important, data also indicate that such assistance serves as a means for maintaining the quality of experienced teachers. To date, 22 experienced teachers in Toledo have received intervention assistance. Seven teachers have been

"rehabilitated," five are still in the program, and ten no longer are in teaching (McCormick, 1985).

A program in the Salt Lake City, Utah, school district gives master teachers responsibility for assisting, but not evaluating, experienced teachers whose performance is less than satisfactory. Over a nine-year period, this has resulted in 70 teachers being offered remediation. Thirty-three of these teachers improved significantly, and 37 quit the profession or were successfully terminated. As we can see, teachers are effective as teacher educators and evaluators.

Professionalization of Teaching Will Foster Implementation of Expanded Roles

In a discussion of the role teachers' unions will play in the reform of education, Finn (1985) presented two reasons why teaching would truly become a profession in the near future. Finn noted that politically sophisticated teachers and union leaders have concluded that cooperative design of reforms directed at professionalizing the occupation of teaching by increasing status, pay, autonomy, and authority is the best alternative for improving the quality of education in the nation. Finn also noted that teachers, per se, are in favor of assuming professional responsibilities. This latter comment was based on a national survey in which 87 percent of the teachers indicated that career ladders were an important requirement for the profession; 84 percent thought teachers should be obligated to take competency tests before being certified to teach; 57 percent agreed that experienced teachers should be retested periodically; and 84 percent would simplify the removal of incompetent teachers.

Other proponents for the professionalization of teaching have directed attention to the technical core of knowledge about teaching that has been acquired during the past decade and the role it plays in making standards for selection possible (for example, Griffin, 1984).

Extending the view of teaching as a profession, Darling-Hammond (1984) stated that to become a profession, teaching needs to have rigorous entry requirements, supervised induction, autonomous performance, peer-defined standards of practice, and opportunities for experienced members to assume increased responsibilities with increased compensation.

State level policy makers are moving in such directions. For example, by 1983, 15 states had introduced some sort of program focusing on induction of beginning teachers. By 1985, 25 states had implemented legislation supporting master/mentor teacher roles for experienced teachers.

In late 1985, the California Commission on the Teaching Profession presented a series of recommendations that demonstrate the growing policy-level commitment to the professionalization of teaching. Among the Commission's recommendations were restructuring the career of teaching to provide expanded responsibilities; establish rigorous professional standards and residency (internship) requirements; and create a California Teaching Standards Board which would establish standards and assessments of teacher competence. The majority of board members would be teachers.

Although, as Shanker (1985) pointed out, teachers are not yet professionals; they welcome the opportunity to deal with adults in the course of their work; they are ready to train, help, and evaluate

newcomers and to make decisions on who gets tenure and who doesn't; they are ready to exercise leadership in education. Expanded roles provide teachers with opportunities to do these things while continuing to spend part of their time as teachers of children and youth.

SUMMARY

The preceding discussion has reviewed the circumstances, events, rhetoric, and knowledge base that support expansion of the roles served by expert, experienced teachers. The information and viewpoints that have been presented can be summarized as follows:

- We want high performance and complex outcomes from our schools. To get them, we need to attract talented new people to teaching and keep the expert ones we already have.
- A teacher should be an accomplished professional who assumes a wide variety of professional roles and is compensated commensurately.
- An individual does not become an expert following one or two years of preservice teacher training. Career ladders and/or other organizational programs/structures that recognize this fact and use expert teachers to help others acquire such skill and knowledge is needed.
- The forthcoming replacement of expert teachers demands action to make the profession more attractive and to develop standards of excellence. This requires that we no longer consider "a teacher to be a teacher to be a teacher" for the entire 30 or so years of that person's career in education. Growth opportunities must be available to teachers.
- Excellent schools, like excellent businesses, involve the talented individuals who work there in all aspects of decision making, management, and operation.

SECTION IV:
WHAT DOES THE EXPANDED TEACHER ROLE MEAN FOR SCHOOLS AND SCHOOL DISTRICTS?

The previous sections of this synthesis outlined a variety of roles and responsibilities teachers are assuming in schools and school districts throughout the nation and reviewed the knowledge base which supports and guides such changes in the teaching profession. As readers peruse the examples that have been provided and consider the factors which argue for such action, the realization that expanded teacher roles have implications for the entire education system becomes clear.

To consider these implications, we have opted to use a question approach. Following are six questions which we think educators will ask as they expand the role of the teacher.

Question 1: How can we guarantee quality education to students if the most capable teachers are assigned other responsibilities?

An important difference exists between today's expanded role of the teacher and the *modus operandi* that has pervaded education for several decades. That is, contrary to previous practices, under the new concept, teachers do not leave the classroom permanently to become office staff members. Instead, teachers direct or provide staff development, curriculum development, research, and other services while remaining as part-time classroom teachers or work under the proviso that they return to the classroom after one to three years in a service role.

For example, none of the programs presented in Section II removes expert teachers from the classroom. In some programs, teachers continue to teach part of each day and carry out other responsibilities the remainder of the day. In other programs, teachers work full-time in roles outside the classroom for a designated period, then are required to

return as full-time classroom teachers. In still other programs, teachers continue to serve as full-time teachers. They are provided released time or they are compensated for working extra hours after school, on Saturdays, and in the summer to perform their expanded responsibilities.

Therefore, the expanded role of the teacher in the 1980s and beyond emphasizes the importance of maintaining expert teachers in the classroom while capitalizing on the teachers' capabilities to improve education on a broader base.

Further research findings indicate that giving expert teachers expanded roles works. Expanded roles for teachers improve the performance of other teachers (Darling-Hammond, 1985; McCormick, 1985). Expanded roles increase the intrinsic rewards received by the expert teachers (Ashton et al., 1983) which, in turn, lessens the likelihood that they will leave the profession (Rosenholz, 1984). Expanded roles increase the skills and knowledge of the expert teachers (Huling, 1983) and reduces isolation which is a major factor in teacher burnout (Levine, 1984). And finally, expanded roles enhance school effectiveness (Pratzner, 1984).

Question 2: **What does use of teachers in these expanded roles mean for the organization and operation of schools and school districts?**

Earlier on we noted that the organizational environment of schools and the culture of teaching were shaped in a time that no longer applies (Levine, 1984). We stressed the importance of changing the working conditions of teaching in order to attract more highly qualified people into the profession (Darling-Hammond, 1984). We suggested expanded roles for teachers as an avenue for bringing schools and teaching into line

with the expectations and demands of today's society and work force (Yankelovich & Immerwahr, 1984).

Hence, it is not surprising that use of teachers in this manner effects the organization and operation of schools and school districts. When teachers assume expanding roles, rethinking is required regarding: (1) the ways in which quality-assurance tasks are accomplished; (2) the assignments of students to teachers; and (3) the role of the school principal.

Most school districts currently assign responsibility for program quality assurance to full-time central office personnel. However, once the teacher role is expanded, expert teachers will perform a large portion, if not all, of these tasks. An entire layer of administrative support staff may no longer be necessary. The size of this staff could undoubtedly be reduced markedly, if not eliminated. For instance, a single full-time coordinator, working with a network of expert teachers, may perform the services previously provided by as many as five or more nonteaching personnel in such areas as staff development, curriculum development, teacher induction and evaluation, and program evaluation. Futher, Gideonse (see Hall, 1985), in reacting to the new teacher roles that were recommended at a national conference on teaching, called for alternative designs of schools. Gideonse suggested flexible scheduling of teachers and placement of responsibility for the same group of students be put in the hands of multiple professionals. He recommended rethinking the "one teacher-one group of students" notion that has pervaded elementary schools and the "one teacher-five or so courses/classes per day" notion that has applied at the secondary level.

The Pittsburgh and Scarsdale programs described in Section II illustrate how such organizational changes can be accomplished. In Pittsburgh, teams of teachers carry out the instructional tasks that would be accomplished by a single teacher in the one-to-one model. Both programs have teachers teaching part of the day and assuming other responsibilities for part of the day. The Pittsburgh program suggests a department chair role at the secondary level which encompasses coordination of curriculum development and improvement of instruction across several subject areas.

Once such concepts of the teacher are in place, a need to modify the role of the school principal follows. Principals are required to use a participative style that gives teachers genuine decision making and improvement roles (Sykes, 1984). A top-down view of teachers no longer applies (Darling-Hammond, 1985). The principal as facilitator of school improvement, teacher development, and collegial planning and problem solving does apply.

Interestingly, education is not alone in this regard. Based on recent information regarding effective organizations, individuals in business and industry are being called upon to make similar changes in employee roles and management practices (Trends & Learning, 1985).

Question 3: **Expanded roles and responsibilities for teachers will most likely increase the salaries of some teachers and require employment of additional teachers to replace the teachers with expanded roles when those teachers are not in the classroom. Won't this also increase the cost of public education?**

The importance of increasing the salaries of all teachers was espoused as a general problem for education in many of the 1980s task force reports (see NCEE, 1983; ECS, 1983; Merit Pay Task Force, 1983).

State legislatures in sixteen states increased teacher salaries during 1983-84. More have followed. In some states (such as Alabama, Tennessee, and Florida), increases in salaries for all teachers have been tied to implementation of a master teacher system which recognizes and uses the skills and knowledge of expert, experienced teachers and provides additional compensation when teachers are so recognized.

Thus, the cost of expanded teacher roles is included in educational reform legislation in a growing number of states. Often, this funding is being phased in. For example, Tennessee set a three-year period for statewide introduction of its career ladder program (Cornett, 1985).

Lest this discussion lead local district educators and policy makers (board members) to assume they are totally dependent on state-level action and funding to expand teacher roles, it is important to emphasize that the programs described in Section II were not enacted based on additional state funding. Local districts can utilize revenue they already have to implement such programs.

For example, implementation of expanded teacher roles should and most likely will reduce the number of full-time administrative staff required to conduct program quality assurance activities. Assigning such responsibilities to expert, experienced techers calls for reallocation of existing funds, not provision of additional funds.

The large turnover in teachers that is pending will provide additional flexibility in allocation of school program funds. Employment of up to fifty percent of the teachers in a district at the beginning points on the salary scale will reduce the overall cost of teacher salaries from the level that was required when a higher proportion of teachers were at the upper levels of the scale. Even if no changes in

the teacher salary system were to occur, for some five to ten years in the late 1980s and early 1990s, funds will be available to provide compensatory pay to teachers who assume additional responsibilities without increasing the total cost of education in a district. This provides time for the design, implementation, and testing at the local level of a staged teaching career. If such an approach proves to be as successful as the programs described in Section II indicate, a support base will have been built for acquisition of additional state and local funds to continue the progam into the future. This, in turn, suggests that local districts interested in expanding teacher roles should move to enact a staged teaching career while such flexibility in dollar allocation exists.

Another source of local funds can be found in the new salary structure proposed in some staged career programs. For instance, the Charlotte-Mecklenberg program calls for a low salary during the internship years, with advancement to the higher beginning teacher salary levels being enacted in some states at the point an intern is judged to be ready to assume regular teaching responsibilities. This practice releases some monies to fund the expanded work of teachers in advanced positions.

Hence, educators and policy makers who are concerned about the cost of expanded teacher roles should remember that some reallocation of educational dollars is part of restructuring the teaching profession. Further:

> . . . it is more feasible and cost effective to restructure induction into a profession when a major change in the work force is occurring. . . If we choose to ignore the structural problems of the teaching profession, we will, in a very few years, face shortages of qualified teachers in virtually

every subject area. We will be forced to hire the least academically able students to fill these vacancies, and they will become the tenured teaching force for the next two generations of American school children (Darling-Hammond, 1984, p. 19).

Question 4: **What training is required when excellent classroom teachers assume expanded roles?**

All the programs described in Section II provide special training for teachers who assume expanded roles. In regard to school improvement leadership, teachers are introduced to the knowledge base regarding effective schools and effective instruction. They learn to develop, use, and analyze school effectiveness surveys. Teachers are trained in the requirements of successful school-based change processes. They learn about the characteristics of adults as learners. They obtain in-depth, up-to-date information in the areas of learning, instruction, and school management, which are the foci of improvement efforts. Expert external technical assistance is available when needed.

Teachers serving as teacher educators become knowledgeable about the latest research findings regarding effective teaching. They are trained in the processes and procedures used by effective staff developers. They learn about adult learning characteristics and requirements. Teachers become skilled in the use of classroom observation, professional feedback, peer coaching, and evaluation techniques.

Likewise, teachers in curriculum development, evaluation, and research roles participate in courses, workshops, institutes, and so forth which renew and expand their expertise in relevant skills and knowledge.

Some training efforts encompass several months, and others are university-based courses. Most are two-to-four week sessions conducted

at the local district level with the help of external experts in appropriate fields.

Saxi and Miles (1985) concurred with the importance of such training. As stated by the coordinator of a program in which teachers serve as advisers to other teachers, "our teacher advisers. . . say they wouldn't have lasted one year without opportunities to learn about adult learning, facilitation skills, change theory, and research on teaching" (Kent, 1985, p. 33).

Question 5: **What should the relationship be between expanded roles for teachers and the ways in which preservice teacher education is conducted?**

Although only two of the examples provided in Section II illustrate ways in which expert, experienced teachers are involved in university-based teacher education programs, educators and others are calling for changes in preservice teacher education which, in turn, expand the experienced teacher's role in education of preservice trainees.

Recent studies of preservice teacher education have called for inclusion of clinical and field-based experiences throughout preservice professional preparation (for example, NCATE, 1985). Such experiences recognize the importance of the school and classroom context to the understanding, analysis, and acquisition of teaching skills (Ashton, 1984). Students are placed in the real world of classrooms and schools from the inception of their preservice education rather than for only a brief practice teaching experience.

The experienced teacher plays a major role in providing such opportunities for preservice trainees. In addition, experienced teachers are members of the planning groups that are formulating these clinical programs. They are assuming larger supervisory and analytic functions in

the programs. They are conducting demonstration lessons and teaching methods courses as part of the programs.

The visiting practitioner role in the AFT Educational Research and Development program (see Section II) serves as a model for bringing teacher expertise to graduate- and undergraduate-level education courses. The New York City Teacher Center exemplifies a strategy for using experienced teachers as instructors for both undergraduate and graduate level university-based curriculum and instruction courses.

In some locales, teachers are also working with persons at the state and university-college level to establish standards for admission of students to teacher training. These teachers are working with university faculty in the implementation of teacher warranty programs (see Dudley, 1985, for discussion of a warranty program). Teacher responsibility for setting and enforcing the standards by which teachers are credentialed is being advocated by influential commissions and individuals (among them are CCTP, 1985; and Shanker, 1985).

Today's climate for reform of education suggests that such practices will increase. For example, at a conference on the reform of teacher education, Saunders (1985) stated, "successful practicing teachers should be important participants in every teacher education program--an adjunct faculty, if you will. . . teachers [should] have the opportunity to learn in the very setting in which they are expected to practice--and to learn from the practicing experts in their chosen field" (p. 20).

University and college responsibilities along with added functions at the school and school district level will be part of the staged teaching career of the 1990s.

Question 6: **Where should a school or school district that is interested in expanding teacher roles begin?**

Introducing expanded roles for teachers is a complex change to undertake. The following guidelines are offered:

(1) As with any change of this magnitude, we recommend that you start small. Think in terms of a pilot effort involving a few teachers and one or two schools as a starting point.

(2) From the earliest step, involve teachers including representatives of organized teachers in thinking about expanding the role of the teacher. This might be done through appointment of a planning/steering/advisory committee with a membership comprised of fifty percent or more teachers. The high teacher representation is important because teachers possess information about teaching and schools that must be taken into account if the expanded roles are to be effective and because such participation demonstrates the seriousness of the school/school district's commitment to recognition and use of teachers' expertise.

(3) Working with the above group, arrive at a tentative agreement regarding the reasons for expanding teacher roles and determine what sorts of expanded roles will be explored.

(4) Capitalize on the experience of others. Use the programs described in Section II and other such programs as examples to consider. Contact individuals at these sites and talk with them about their experiences. Use this information to identify

critical factors that must receive attention if a program is to be successful.

(5) Inclusion of teachers on school improvement leadership teams and assignment of responsibility to individual team members for direction of one or more improvement activities appears to be an effective process for introducing teachers to the notion that they can teach and also carry out expanded responsibilities. The school leadership programs described in Section II demonstrate the value of this approach. Their experience suggests that introduction of other types of expanded roles follows school improvement experiences, often at the request of the teachers who undertook the initial leadership functions.

(6) Require that the purposes of any new teacher role be specified and all necessary support procedures such as teacher selection and training be ready to operate before initiating the effort.

(7) Carefully observe and study what happens. Bring together the teachers who are assuming new roles to discuss the strengths and weaknesses of the program as they see them. Seek similar information from other teachers and school principals. Examine the information to assure that collegial relationships are not damaged. Monitor provision of support services and resources. Take this information to the steering committee/planning group for discussion and action.

(8) Tell teachers, the superintendent and board of education what is happening. Include anecdotes along with numerical information to help tell the story.

(9) Introduce additional teacher roles and responsibilities only after the initial role is operating smoothly in several schools or across the district. The initial effort will probably require a minimum of three years to design, test and put into operation.

(10) Keep participation in expanded roles optional. Even though we consider a staged career that includes opportunities for participation in out-of-classroom responsibilities to be an asset to the profession of teaching and a stimulus to provision of quality education, all expert teachers may not be interested in such activities. For instance, some of the clinical resident teachers in the Pittsburgh program asked to return to regular classroom teaching for at least a year or so, because they wanted a rest from the demands of the role. In addition, as multiple types of expanded roles are implemented, provide teachers with options regarding the sorts of roles they wish to assume at different points in time.

(11) Enlist the advice, assistance, and involvement of other education agencies. Professors from university and college schools of education, regional educational laboratory staff, other educational consultants, teachers and administrators from other school districts that have introduced similar efforts can provide relevant and helpful technical assistance.

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In addition, a conference sponsored by the Northwest Regional Exchange of the Northwest Regional Educational Laboratory was held in Portland, Oregon on November 18-19, 1985, and focused on the theme "It's All About Teaching." Conference sessions spotlighted a number of successful schools in the Northwest where teacher roles are expanding. For more information, or to obtain any of the conference materials, please contact:

Joseph T. Pascarelli, Conference Manager
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800

APPENDIX A

Persons to contact for information about the expanded teacher role programs described in Section II:

Teachers as School Improvement Leaders

Concord Elementary School

Ms. Vicki Chambers, Principal
Concord Elementary School

Ms. Jorie L. Gibson
Coordinator, School Improvement

North Clackamas School District
3816 SE Concord Road
Milwaukie, OR 97222

Colville High School

Dr. Jim Monasmith, Principal
Colville High School
985 South Elm Street
Colville, WA 99114

Westwood Primary School

Mr. Tom Bartley, Principal

Dr. Jimmy Nation, Lead Teacher

Westwood Primary School
708 Trammell Street
Dalton, GA 30720

Dr. Robert McClure, Director
NEA Mastery in Learning Project
1201 16th Street, NW
Washington, DC 20036

Teachers as Teacher Educators

Pittsburgh, Pennsylvania Teacher Development

Dr. Richard C. Wallace, Jr.
Superintendent of Schools

Al Fondi
Paul Francis
Pittsburgh Federation of Teachers

Pittsburgh Public Schools
341 South Bellefield Avenue
Pittsburgh, PA 15213

Educational Research and Development Program

Dr. Marilyn Rauth, Executive Director

Ms. Lovely Billups, Program Director

Educational Issues Department
American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001

Career Development Program

Ms. Deanne L. Crowell
Assistant Superintendent
Charlotte-Mecklenburg Public Schools
P. O. Box 30035
Charlotte, NC 28230

Dr. Phillip C. Schlechty
Jefferson County Public Schools
Van Hoose Education Center
3332 Newberg Road
P. O. Box 34020
Louisville, KY 40232

New York City Teacher Center

Ms. Myrna Cooper, Director
New York City Teacher Centers Consortium
48 E. 21st Street
New York, NY 10010

Teachers as Curriculum Developers

Pleasant Hill, Oregon

Mr. Marvin Brenneman, Principal
Pleasant Hill High School
38386 Highway 58
Pleasant Hill, OR 97455

Jordan School District

Mr. Glayde M. Hill
Principal

Mr. Larry Perkins
Teacher Specialist

Eastmont Middle School
10100 South 1300 East
Sandy, UT 84070

Teachers as Evaluators

Teachers as Evaluators of Other Teachers

Ms. Ruth L. Scott
Assistant Superintendent

Mr. Dal Lawrence, President
Toledo Federation of Teachers

Toledo Public Schools
Manhattan and Elm Streets
Toledo, OH 43608

Teachers as Program Evaluators

Dr. George Libonati
Assistant Superintendent

Dr. Donald Maiocco, Principal
Willard School

Ridgewood Public Schools
Education Center
49 Cottage Place
Ridgewood, NJ 07451

Teachers as Evaluators of Administrators

Mr. Adam Urbanski
Rochester Teachers Association
277 Alexander Street
Rochester, NY 14607

Teachers as Researchers

Teacher Researchers in Preservice Teacher Education Programs

Dr. Leslie Huling-Austin
Research & Development Center for Teacher Education
University of Texas at Austin
Austin, TX 78712

Dr. Richard Ishler
Texas Tech University
P. O. Box 4560
Lubbock, TX 79409

Teachers as Researchers in the Classroom

Dr. Richard Sprague
Assistant Superintendent

Ms. Adele Piterer
Teacher Researcher

Scarsdale Board of Education
Brewster Road
Scarsdale, NY 10583

Teachers and Professors Conduct Research

Dr. Sharon N. Oja
Collaborative Action Research Projects
Department of Education
Morrill Hall
University of New Hampshire
Durham, NH 03824

Dr. Gerald J. Pine
Dean and Professor of Education
School of Human & Education Services
Oakland University
Rochester, MI 48063